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ABSTRACT

This training guide is designed to prepare high school students to assist school counselors in incorporating career guidance and job training skills into an ongoing high school guidance curriculum. The materials focus on training students to listen to the problems and concerns of other students, to provide career information, to learn problem-solving and decision-making strategies, to develop job-getting skills, and to prepare an Individualized Career Education Plan. The guide includes training in communication skills, leadership, decision-making and problem-solving skills, and peer counseling techniques. A peer group counseling 2-day training outline is provided along with a section of teaching/learning aids that contains sample worksheets, handouts, and evaluation forms for the student workshop participants. (JAC)

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A TRAINING GUIDE

FOR

PEER GROUP COUNSELORS

by

William E. Rouson
Coordinator, Work Experience Programs
Office of Riverside County Superintendent of Schools

Revised, 1982

CG 016169

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PREFACE

Peer Group Counseling, a counseling style made simple, is a program first developed in 1973-74 by William E. Rouson, Coordinator, Youth Work Experience, Division of Educational Services, Office of Riverside County Superintendent of Schools, and later was incorporated into the Individualized Career Education Plan (ICEP),

According to Rouson's definition:

> Peer Group Counseling is a counseling style made simple that influences youth to progress with enthusiasm toward the accomplishment of his/her career education goals through an Individualized Career Educational Plan (ICEP).

The Individualized Career Education Plan (ICEP), the structure within which Peer Group Counseling functions, has evolved to assist counselors in incorporating career guidance and job training skills into the ongoing high school guidance curricular programs.

The main thrust of ICEP is to guide students into an individualized curriculum of classes and activities that will be supportive of their particular career interests and abilities. In this way, the ICEP has proven to be a beneficial tool by providing an element of purpose and reason to the students' classes and other aspects of the school program.

Peer Group Counseling has undergone three evaluations, July 1977, August, 1979, and August, 1980. Results of these evaluations indicate that students' attitudes toward work, community, self, and school were increased dramatically.

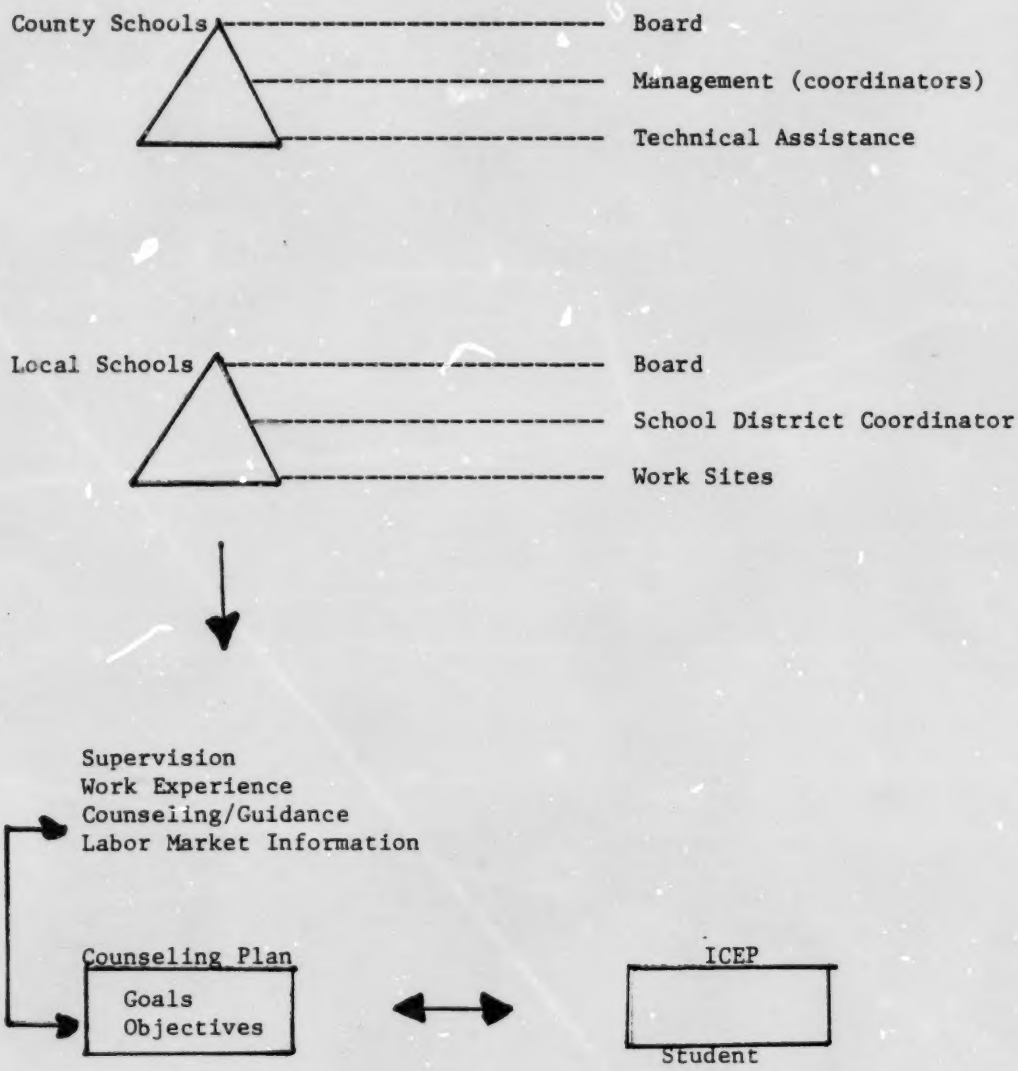
ACKNOWLEDGEMENTS

I would like to thank the Regional Occupational Program Counselors, Ben Bunz, Mark Lyons, Henry Martinez, Rich Russell and Gayle Van Voorhis, who were instrumental in helping the Youth Work Experience Office pull together an effective in-service training program for Peer Group Counselors, and for developing and accumulating many of the materials used in this guide.

Also, special thanks are given to Kevin Feldman, Dr. Matti F. Dobbs and Dr. Carolyn Miller for their contributions and assistance, and to members of my office staff for their continuing dedication and hard work.

W.E.R.

The following diagram illustrates the philosophy of the hierarchy and procedural steps encompassed in the peer group counseling process.



Peer Group Counseling Training Outline

(For two-days of intensive training prior to supervised practice in a Career Guidance Center or other situations in which Peer Group Counselors can assist professional career guidance counselors.)

DAY ONE

I. ORIENTATION

A. Overview of Peer Group Counseling
   1. How it is defined
   2. How it is structured
   3. How is is implemented

B. Peer Counselor Role
   1. Objectives
   2. Activities
   3. Operational Standards
   4. Counseling Plan (outline)

II. TRAINING(Interpersonal Skills)

A. Introduction
   1. Overview
      a. training objectives
      b. training expectations

B. Communication Skills
   1. Ice-breaker (expanded nametag)
   2. Communication Skills Theory
      a. communication process
      b. communication demonstration
      c. film: "Eye Of the Beholder"
      d. discussion

C. Facilitating Communication
   1. Attending Skills
      a. verbal and nonverbal communication
      b. slide program: "Communication Skills"
      c. video taped vignettes and worksheet
      d. discussion

ASSIGNMENT: COPS Interest Inventory

DAY TWO

D. Review Day One

E. Group Skills
   1. Ice-breaker (monster walk)
   2. Problem solving, decision making skills
   3. Demonstration
   4. Practicum
   5. Discussion

GOALS FOR STUDENTS IN PEER GROUP COUNSELING TRAINING PROGRAM

Becoming a guidance counselor usually requires four years of college plus several years of graduate level professional training. How, then, can a high school student such as yourself learn to become a career guidance counselor in a few weeks?

The answer is that some aspects of a counselor's job require years of study and experience, while other aspects depend more on easily learned skills and a sincere desire to help others. Students who are mentally alert and have an empathy (feeling) for their peers can be quickly trained to perform some of the most important functions of a career guidance counselor and to refer to others those functions that require skills and knowledge that they do not have.

In this program you will be trained to listen to the problems and concerns of other students; help provide them with career information; help them learn to solve problems and make decisions on their own; assist them in preparing an Individualized Career Education Plan (ICEP); and help them to develop other job-getting skills.

THE HELPING PROCESS

THE ENROLLEE	THE PEER GROUP COUNSELOR
1. EXPRESS PROBLEM, CONCERN OR NEED.	2. RECEIVES MESSAGE AND RESPONDS.
3. PERCEIVES RESPONSE AND SEND MESSAGE	4. RESPONDS TO NEED USING BASIC COMMUNICATION SKILLS: CLARIFIES, ATTENDS ISSUE, PROBLEM-SOLVES.
5. PARTICIPATES IN PROBLEM-SOLVING	6. HELPS TO RESOLVE THE ISSUES.

BASIC COMMUNICATION SKILLS

SKILLS	BEHAVIOR
ATTENDING	FOCUS ON THE PERSON, EYE CONTACT, PAYS ATTENTION TO VERBAL AND NON-VERBAL BEHAVIOR.
EMPATHY	HEARING WHAT IS SAID. RESPONDING TO FEELINGS.
SUMMARIZING	SUMMARIZING THE CENTRAL IDEA.
QUESTIONING	CLARIFYING, IDENTIFYING, AND UNDERSTANDING.
HONESTY	BEING GENUINE.
FEEDBACK	SHARING YOUR IDEAS WITHOUT JUDGING.
PROBLEM-SOLVING	EXPLORING A CONCERN. UNDERSTANDING THE PROBLEM.
	DEVELOPING ALTERNATIVES TO SOLVE THE PROBLEM.
	ASSESSING PROS AND CONS OF ALTERNATIVES. CHOOSING AN ALTERNATIVE. EVALUATING RESULTS.

ROADBLOCKS TO COMMUNICATION

RESPONSE	TYPE OF ROADBLOCK
YOU'D BETTER GET YOURSELF TO WORK ON TIME FROM NOW ON--I'M NOT PUTTING UP WITH THIS!	ORDERING, DIRECTING, DEMANDING
YOU'D BETTER START GETTING TO WORK ON TIME OR YOU'LL BE FIRED.	WARNING, THREATENING
YOU OUGHT TO BE GRATEFUL TO HAVE A JOB WITH SO MANY PEOPLE OUT OF WORK.	MORALIZING, PREACHING
WHY DON'T YOU GET YOURSELF AN ALARM CLOCK?	ADVISING, GIVING SOLUTIONS
EMPLOYERS ARE MORE LIKELY TO PROMOTE PEOPLE WHO GET TO WORK ON TIME.	LECTURING, TEACHING, GIVING FACTS
YOU'RE JUST BEING LAZY!	JUDGING, BLAMING, CRITICIZING
YOU'VE ALWAYS BEEN SUCH A GOOD WORKER!	PRAISING, BUTTERING UP
NO WONDER YOUR SUPERVISOR GETS MAD WHEN YOU WALTZ IN AN HOUR LATE LIKE THE CHAIRMAN OF THE BOARD!	NAME-CALLING, RIDICULING
YOU'RE REALLY TRYING TO GET YOURSELF FIRED BECAUSE YOU'RE AFRAID THAT IF YOU TRY HARD TO DO A GOOD JOB YOU'LL FAIL ANYWAY.	INTERPRETING, ANALYZING
I KNOW HOW HARD IT IS TO GET UP ON TIME BUT I'M SURE IT WILL GET EASIER AS YOU GET USED TO THE HOURS.	REASSURING, SYMPATHIZING
WHAT ARE YOU GOING TO DO IF YOU GET FIRED? HOW DO YOU THINK YOU'RE GOING TO SUPPORT YOURSELF THEN?	PROBING, QUESTIONING, INTERROGATING
LET'S NOT WASTE A LOT OF TIME COMPLAINING ABOUT HOW HARD IT IS TO GET UP IN THE MORNING. HOW IS THE TRAINING GOING?	WITHDRAWING, DIVERTING, DISTRACTING

LISTENING SKILLS

SILENCE	- FREEDOM TO TALK OF ONE LISTENS QUIETLY WITHOUT INTERRUPTING.
LISTENING RESPONSE	- BODY LANGUAGE (NODING, LEANING FORWARD, SMILING, FROWNING) OR BRIEF EXPRESSIONS OF INTEREST AND ATTENTION ("OH", "I SEE", UH HUH").
DOOR-OPENERS	- INVITE THE PERSON TO SAY WHATEVER S/HE WANTS, DOES NOT FORCE THE OTHER PERSON TO RESPOND TO AN ASPECT OF THE SITUATION ONE HAS CHOSEN TO FOCUS ON OR IMPLY A JUDGEMENT ABOUT FEELINGS OR BEHAVIOR.
PARAPHRASING	- REFLECT THE OTHER PERSON'S FEELINGS BACK TO THEM, SHOWS ONE IS LISTENING. GIVES ONE A CHANCE TO MAKE SURE ONE UNDERSTANDS WHAT THE OTHER PERSON IS REALLY TRYING TO SAY. HELPS THE OTHER PERSON GET THEIR THOUGHTS STRAIGHT.

EXAMPLE:

SARA:	IF THAT TEACHER PICKS ON ME AGAIN, I'M GOING TO TELL HER WHERE TO GO.
COUNSELOR:	SOUNDS LIKE YOU'RE REALLY MAD AT HER FOR GETTING ON YOUR CASE. (PARAPHRASING)
SARA:	YEAH! SHE YELLS EVERY TIME I STOP WORKING FOR A MINUTE TO GO TO THE BATHROOM. JUAN SNEAKS OUT OF CLASS ALL THE TIME AND SHE NEVER SAYS A WORD TO HIM.
COUNSELOR:	SHE KIND OF SINGLES YOU OUT TO GET MAD AT. (PARAPHRASING)
SARA:	SHE THINKS JUAN IS A GOOD STUDENT JUST BECAUSE HE ALWAYS ASKS HER IF HE'S DOING HIS STUFF RIGHT. HE DOESN'T WORK ANY BETTER THAN I DO!
COUNSELOR:	IT TICKS YOU OFF THAT JUAN GETS BY WITH THINGS YOU CAN'T, JUST BECAUSE HE GOES OUT OF HIS WAY TO IMPRESS HER. (PARAPHRASING)

INTERVIEWING TECHNIQUES

- ESTABLISHING RAPPORT
  - PUTTING THE INTERVIEWEE AT EASE
  - OPENING LINES OF COMMUNICATION
- OBSERVATION
  - WHAT THE INTERVIEWEE SAYS
  - WHAT THE INTERVIEWEE DOES NOT SAY
  - NONVERBAL COMMUNICATION
  - INCONGRUENCY BETWEEN WORDS AND BEHAVIOR
  - INCONSISTENCY
- LISTENING
  - BRIEF RELEVANT COMMENTS OR QUESTIONS
  - ATTENTION TO IMPORTANT DETAILS
  - FEEDBACK
- QUESTIONING
  - ATTENTION TO MANNER AND TONE
  - AVOID BLUSTERING, BULLYING QUESTIONS
  - ASKING OPEN-ENDED QUESTIONS
  - OBTAINING SPECIFIC INFORMATION
  - APPROPRIATE NUMBER OF QUESTIONS

    TOO FEW

    TOO MANY
  - LEADING QUESTIONS
  - TIMING AND PACING

- LEADERSHIP AND DIRECTION
  - GUIDING THE CONVERSATION
  - SETTING THE PACE
  - CONTROLLING - UNOBTRUSIVELY DIRECTING THE INTERVIEW;
    DECIDING WHEN
    TO LISTEN
    TO TALK
- INTERPRETATION
  - INTERPRETING CLUES TO UNDERLYING SITUATION WHICH INTERVIEWW PRESENTS THROUGH BEHAVIOR AND CONVERSATION
- SUMMARIZING AND CLOSING
  - KEY POINTS
  - NEXT STEPS

THE PROBLEM SOLVING PROCESS

While information and advice can be valuable, it's always best to encourage people to solve their own problems instead of trying to do it for them. When you try to find an answer to someone else's problem, here are some complications that may arise: 1) They may come to depend upon you to take care of things and not learn how to do things for themselves. 2) A solution that would work well for you may not fit the other person's way of doing things. 3) The other person may develop a poor opinion of him or herself because they can't handle their own problems. 4) If the solution doesn't work, they may blame you!

It's also good to remember that not every problem needs a solution. Often people just need to let off steam or to feel that someone understands. If you simply let them talk and empathize with their feelings, that may be all that is needed or wanted. Many of the things that upset us either can't easily be changed or aren't likely to happen again anyway.

STEPS IN THE PROBLEM SOLVING PROCESS

1. IDENTIFY THE PROBLEM.
2. EXPLORE PLANS OF ACTION.
3. CHOOSE A PLAN OF ACTION.
4. CARRY IT OUT.

TRANSACTIONAL ANALYSIS

TRANSACTIONAL ANALYSIS IS A TOOL FOR HELPING US TO UNDERSTAND HOW TO RELATE TO OTHERS. IT HELPS US TO LEARN HOW THE WAYS PEOPLE TALK TO ONE ANOTHER INFLUENCE EACH OTHER'S PERSONALITY OR EGO STATES.

Ego states are of three basic types, Parent, Adult, and Child. Transactional Analysts believe that we are always speaking from one or another of these. When people are in their Parent role, they react to others the way their parents reacted to them when they were children. The thing they say may be critical and disapproving, or encouraging and loving, but there is usually an emphasis on judging things as good or bad, or telling others what to do. When someone uses words like 'should' and 'ought' they are probably speaking from their Parent ego state.

The Adult ego state is fact-oriented. It is concerned with gathering and organizing information to direct effective action.

The Child in each of us thinks and acts like a child. When we enjoy things or complain about how unfair other people are to us, we are in our Child. People in their Child often seek fun, sympathy, or reassurance.

We all have all three ego states available to us, and each is appropriate at different times. When a friend is not feeling well, you may slip into you Parent and give them the same sympathetic care your real parents gave you when you were sick. When you are driving a car, your Adult may be computing information on traffic laws, road conditions, and the time and distance of your next appointment in order to figure out how fast to drive. When you go to a party and people are having fun throwing each other into the pool, you slip naturally into your Child to enjoy it.

While everyone has all three ego states available, some people develop a preference for one or another and use it at times when it may not be appropriate. A person might go to a wild party, for example, but go as their Adult or Parent rather than as their Child. The Adult might bore people talking about the effects of the weather on the local crops. The Parent might disapprove of the rowdy behavior of some of the guests. (Of course, if the behavior is so rowdy that it is really dangerous, it would be appropriate to respond as Parents or Adults.)

Ideally, people change ego states quickly and easily. Within a matter of minutes a person may be called upon to figure out the best way to get a stain out of a rug (Adult), feel concern for the embarrassment of the guest who spilled their drink (Parent) and relieve their embarrassment by making a joke about it (Child). Problems can arise when a person remains in an ego state even when it is not the most appropriate one. The host in our example, who operates only from his Child will not get the stain out of the rug.

We can diagram a communication between two people as follows:

Joan	Amy			
P	P	(Parent)	Joan:	It's almost 7:30.
A	A	(Adult)		
C	C	(Child)	Amy:	We'd better leave now if we want to get to the 8:00 show.

The diagram above indicates that Joan has made a statement from her Adult, and Amy has responded from her Adult. This is called a "complimentary transaction" because both people got what they expected from the other.

In the example below, we see a complementary transaction between the Child ego states of Joan and Amy:

Joan	Amy		
P	P	Joan:	I've made some popcorn we can sneak into the theater.
A	A		
C	C	Amy:	Great. Let's hide it under my coat so the usher won't see it.

Another type of complementary transaction can be diagrammed as follows:

Joan	Amy		
P	P		
A	A	Joan:	Here, let me help you with that.
C	C	Amy:	Thanks, I'm not very good at doing this.

Here Joan speaks to Amy as a Parent to a child and Amy responds as a child to a parent. Both get what they expect and the interaction is complementary.

A problem arises when people don't get what they expect, as in the following examples:

Joan	Amy		
P	P		
A	A	Joan:	What time is it?
C	C	Amy:	Now, there's no need to always be in such a hurry!

Amy	John		
P	P	Amy:	Can you complete this work by noon?
A	A	John:	Why do I have to do everything around here?
C	C		

Sue	Abercrombie		
P	P	Sue:	Let's put on some soft music and dance.
A	A	Abercrombie:	Can't you occupy yourself for a minute without interrupting me?!
C	C		

In these cases, the speakers did not get the kind of complementary response they were aiming for. Chances are that everyone would up feeling confused and hurt. These are called "crossed transactions," and it is obvious that the people involved were all talking at cross purposes. They just didn't see the situation, or their role in it, the same way, and chances are, they didn't know what to do about it.

In your work as a peer group counselor you will probably be faced with communication break-downs that result from crossed transactions. For example, the relationship between a worksite supervisor and an enrollee should probably be Adult to Adult most of the time. Both are working together to complete a task. They may sometimes have a laugh together (Child - Child) and the supervisor may sometimes instruct, encourage, or correct the enrollee (Parent- Child), but the employer-employee relationship is usually one of equals working toward a common goal (Adult - Adult).

However, because the enrollees are young people with little work experience, it will be easier for some of them to see the relationship as the Parent-Child one which is more familiar to them. They have not often been treated as responsible adults and the new role will probably take some getting used to. It will be easy for them to see the older and more experienced supervisor in the role of a kind or unkind parent, and because you are in the role of counselor and vocational adviser, they may see you this way too. Because we all find it easier to relate to others using complementary transactions, enrollees who see themselves as children will push you (and their supervisor) to behave like parents. Here is an example of how that can happen:

Couns.	Enrol.	
P	P	1) Counselor: Your supervisor tells me you've been coming in late. What's going on?
A	A	2) Enrollee: I wish you'd all get off my back!
C	C	3) Counselor: That kind of attitude isn't going to get you very far around here, buddy!

In this example, the counselor began an Adult - Adult transaction aimed at understanding and solving a problem. The enrollee, who hears a parental lecture coming, responds like a defiant child and the counselor makes the mistake of slipping into his own Parent. It's clear that nothing very useful is going to come out of this interview now. Take a moment before reading on and try to think of a way the counselor could have responded that would not have had this effect.

One way is for the counselor to keep talking as an Adult concerned with solving a problem. The enrollee is now in his Child. He is not concerned with solving a problem, but with feeling picked on. The Counselor's Adult can talk to the enrollee's feelings and a desire to understand:

Couns.	Enrol.	
P	P	3) Counselor: You feel like we're all picking on you over this.
A	A	4) Enrollee: Yeah! I work hard all day and everyone bent out of shape just because I do one thing wrong.
C	C	
Couns.	Enrol.	5) Counselor: You feel frustrated because you're doing your best but it never seems to be enough.
P	P	
A	A	6) Enrollee: Yeah. I know I've got to be at work by 7:00 but the guy who gives me a ride is always late.

Now the enrollee has had a chance to express his frustration and the counselor has had a chance to show that he's on the enrollee's side, (but without assuming the role of a sympathetic Parent, which would keep the enrollee in his Child).

The enrollee's Child feels that it has been heard and he can now slip easily back into his Adult to discuss and solve the problem.

The type of crossed transaction we have just discussed is probably the most common one you'll run into with enrollees. You can deal with it by remembering to stay calm and remain in your own Adult. Another possible problem may arise in your relations with worksite supervisors. Because you are young, supervisors may see themselves in the parental role when you talk to them. When that happens, it will push you to respond from your Child, as in the example below:

Couns.	Superv.	
P	P	1) Counselor: I understand you've been having trouble with some of the enrollees ...
A	A	2) Supervisor: Trouble is an understatement!
C	C	You're supposed to be seeing that they put in a day's work for a day's pay and you'd damn well better get to it!
		3) Counselor: I'm doing my job! If you'd quit yelling at them all the time they might feel more like working!

Here the counselor starts an Adult - Adult transaction with a door-opener, but the supervisor assumes the Parent role. This leads the counselor to respond from her Child and a shouting match follows. What could the counselor have said to get the supervisor back into her Adult? How about our old standby: paraphrasing feelings?

Couns.	Superv.	
P	P	3) Counselor: Sounds like you really feel let down by all of us.
A	A	4) You're damn right! I called your office three
C	C	times yesterday when all this started and you never called back!
		5) Counselor: You must have been really angry when you couldn't get in touch with me to help straighten things out.

Couns.	Superv.		
P	P		
A	A	7) Counselor:	What exactly happened?
C	C	8) Supervisor:	Well, it started when . . . .

6) Supervisor: I sure was!

Here the counselor demonstrates Adult concern for the supervisor's anger without accepting blame for the situation or getting into an argument. The counselor doesn't bother trying to decide whether the supervisor's feelings are justified; she simply listens and accepts them and then steers the conversation back to the real issue.

It is usually best to avoid placing blame on others or on yourself. If someone insists on forcing you to accept blame, you may want to defuse their anger by apoligizing in an Adult manner and then moving the discussion back to a search for solutions, as in the example below:

Superv.	Couns.
P	P
A	A
C	C

1) Supervisor: We could have cleared this up yesterday but you were too darned lazy to check back with me!

2) Counselor: I'm sorry if I held you up. I guess I'm not the most efficient person in the world. Where are the enrollees you wanted me to speak to?

It's also good to remember that people tend to copy the tone of voice of the person they're talking to. If someone raises their voice to you, your impulse will be to raise yours as well, which will cause them to shout even louder. If instead, you speak quietly, it will have the effect of calming the people around you.

As you can see from the examples we've discussed, the formula is always pretty much the same. If you behave as an Adult, show genuine concern about the feelings of the people you're dealing with and then continue looking for solutions that are acceptable to everyone, you'll do fine.

Nonverbal Communication

People say a lot about themselves before they ever open their mouths. The way they dress and carry themselves, as well as their facial expression all tell their own story.

When we are sincerely interested in what someone is saying, we tend to sit forward, and maintain good eye contact with them and our faces show interest and concern. When we are bored, we tend to lean back and stare into space, and when we feel anger or dislike or fear of the other person, we may sit back with arms and legs crossed and stare at the person coldly.

These cues tell us how the other person is feeling about talking with us. When someone is behaving coldly back. You can easily see that this just makes the situation worse! For example, an enrollee may come in to see you feeling pretty uncomfortable about being there and he might express this by sprawling back in his chair with arms and legs crossed, his face an expressionless mask. If you allow this to bother you, you'll start trying to defend yourself against the hostility you think you see. You may try to get a desk or a table between you like a barrier, and you may behave coldly. If instead, you make your behavior the opposite of his, you will lead him to follow suit. If you pull up a chair in a friendly way, smile, maintain eye contact, and sit in an open, relaxed posture, you'll find that he will begin to unfold too! Friendliness is just as contagious as unfriendliness, so stick to your smile and let him catch your attitude!

TEACHING/LEARNING AIDS

Leading A Group

Group Size - Each session should be kept relatively small, from 5-10 participants. Keep group members the same if possible.

Composition - Each group should be mixed with respect to sex, ability, racial and ethnic backgrounds as possible. (Note: you may have to bring in enrollees who you know are not afraid to speak.)

Time - Most groups last anywhere from 15-30 minutes long. (Note: at first the enrollees may be reluctant to express themselves fully.)

Arrangement - Have enrollees seated in chairs in a circle facing each other.

Leader Duties - Reminds the group of the topic and clarifies what it is about.

* Review the rules of the group.

Give each person a turn who wants one.

May conduct a summary by focusing on what was said related to the topic.

Terminates the circle.

* Rules

1) Bring yourself to the circle and nothing else.
2) Everyone gets a turn to share, including the leader.
3) You can skip your turn if you wish.
4) Listen to the person who is speaking.
5) The time is equally shared.
6) Stay in your own space.
7) There are no interruptions, probing, put-downs, or gossip.

BRAINSTORMING

1. A definition of the problem to be solved or a statement of the objectives to be reached.

2. A period of time for individuals to contribute their ideas. It should be emphasized that the students may say whatever comes to their mind regardless of how far-fetched, silly, or unworkable the idea may seem. During this time absolutely no negative or critical remarks may be made about anyone's idea. Individuals should be encouraged to piggy-back on one another's thoughts, thus allowing them to spark one another.

   During this time ideas should be recorded. If the activity involves the whole class, the teacher and/or one or more students may record the ideas in an abbreviated form on the chalkboard or on a chart with felt-tip pens. If small groups (5-12 students per group) are brainstorming ideas, tape recorders may be used, or one or more students may record the ideas on a chart with a felt-tip pen.

MEETING THE STUDENT

NAME_____ DATE_____ COUNSELOR_____

1. Do you have a future job or career in mind? Yes____ No_____
   If Yes, what is that career_____, and do you know the education or training requirements needed for this career? Yes_____ No_____
   List some:_____
   Have you taken the _____COPS _____CAPS _____SUPER(Values survey) _____Other?

2. Do you know how your interests, aptitudes(abilities), and values relate to work? Yes_____ No_____

3. List any special skills that you have learned from past work experience, classes, or home that would help you qualify for a job?_____
   _____ (i.e. typing, filing, Spanish, power equipment, welding, etc.). If none, then what skills would you be interested in learning?
   _____
   (Note for PGC - Do these meet requirements of future goal in #1?)_____

4. What is your most important strength?_____

5. Do you feel comfortable making decisions? Yes_____ No_____

6. What do you hope to gain this summer by working with the youth employment training program?

   _____Job seeking skills (Newspaper ads, friends, etc.)

   _____How to do well in your next interview (including dress)

   _____Learn what information is available to you in the career center?

   _____College information

   _____Practical work experience

   _____Development of skills - specify_____

   _____Other_____

7. Do you know how to apply for a job? Yes_____ No_____, fill out an application? Yes_____ No_____, organize and write a resume? Yes_____ No_____, write a thank you note?Yes_____ No_____.

_____ _____
_____

Next visit_____ Topic_____ Group_____ Indiv_____

Materials, special information, etc._____

SCHEDULED APPOINTMENTS

PEER GROUP COUNSELOR _____

NAME	DATE	PLACE	TIME	PURPOSE	REMARKS

WORKSITE/UNSCHEDULED
MEETING

PEER GROUP COUNSELOR_____

DATE	WORKSITE	REMARKS

LOOK WHAT I'VE DONE

An exercise in self-confidence

1. Divide your years into three equal parts. For each part, list four successes that you are proud of and that you really wanted to do.

EARLY YEARS
(Birth to Age 6)

MIDDLE YEARS
(Age 7 to Age 12)

RECENT YEARS
(Age 13 to Present)

SUCCESS	RANK	P or TH	D/H/C/A	T/I/L	*

30

2. Rank order the successes on the first page in order of their importance to you.

3. Did these successes involve working with people (P) or with things (TH)? Enter a mark (P or TH) beside each success.

4. Which of the following best describes each success? Enter a mark in the third column.

   D = overcame difficulties H = helped people

   C = needed to be creative A = demonstrated ability

5. In each case did you work most as a:

   T = team member I = individual

   L = leader (people follow you)

6. Place a star in the last column beside each success that involved triumphing over others in competition.

7. Consider each success in terms of the following:

   A. What motivated you to attempt each activity

   B. What factors helped you to persevere in a difficult situation

   C. What rewards did you receive for each success What risks had you not succeeded

8. List three activities you might undertake that would be consistent with your past sources of success and satisfaction.

DECISION-MAKING SKILLS

INFORMATION GATHERING -- decisions are based on a combination of information available to a person and the personal needs and values of a person. The "value" of most information may be different from person to person depending on what kinds of things are important to them.

This exercise will give you a chance to make a decision and then revise your decision based on additional bits of information. As you go through each step, be alert to why some information is more important to you than other data. You can learn a lot about what motivates you by exploring your individual value system. You may also discover what kind of things you will look for in a job.

STEP 1:

Look over the jobs listed. Discuss briefly within your group what the job might be. Then, individually, with no more information, rank the jobs from 1 to 10 as least to most interesting to you. Use column #1.

STEP 2:

Now, here is a bit of information about each job. Re-rank the jobs in column #2.

1. bobilator -- Personal Service
2. gastronomist -- Hospitality and Recreation
3. extricator -- Health
4. arbologist -- Agribusiness and Natural Resources
5. husher -- Public Service
6. wrencher -- Construction
7. knowleologist -- Public Service
8. tackalotter -- Construction
9. fixer -- Manufacturing
10. haulassiter -- Transportation

STEP 3:

How important is money? Here is the salary range for each job. Re-rank them in column #3, considering both the kind of work and the pay. Does your ranking change much?

1. bobilator: $6,500 - $13,000
2. gastronomist: $6,000 - $20,000
3. extricator: $15,000 - $30,000
4. arbologist: $8,000 - $20,000
5. husher: $5,500 - $10,000
6. wrencher: $12,000 - $18,000
7. knowleologist: $8,000 - $18,500
8. tackalotter: $12,000 - $17,000
9. fixer: $10,000 - $14,000
10. haulassiter: $8,000 - $18,000

STEP 4:

Will you be able to find a job if you train for it? Here is the occupational outlook for each job. Re-rank them if you choose, considering the work, the pay, and the outlook.

1. bobilator - fair
2. gastronomist - good
3. extricator - excellent
4. arbologist - fair
5. husher - excellent
6. wrencher - good
7. knowleologist - fair
8. tackalotter - good
9. fixer - excellent
10. haulassitter - good

STEP 5:

How much training do you wish to go through? Are you willing to attend school for years or can you get what you want with on-the-job training?

Here are the training requirements for these jobs. Re-rank the jobs as necessary, considering the work, the pay, the outlook, and the training required.

1. bobilator - apprentice program/special school - 1 year
2. gastromonist - apprentice/special school, on-the-job training - 2 years
3. extricator - College - 6-8 years
4. arbologist - College - 4 years
5. husher - College or on-the-job training - 2 years
6. wrencher - apprentice - 5 years
7. knowleologist - College - 5 years
8. tackalotter - apprentice - 4 years
9. fixer - apprentice or on-the-job training - 2 years
10. haulassitter - on-the-job training - none

STEP 6:

What are the working conditions? Consider each as listed, then re-rank them using all the previous information.

1. bobilator - indoors, standing, regular hours, can be independent
2. gastronomist - indoors, standing, heat, creative, may be independent, odd hours
3. extricator - indoors, close people contact, regular hours
4. arbologist - outdoors, often work along, physical, hours vary
5. husher - indoors, regular hours, repetitive, quiet
6. wrencher - outdoors or indoors, physical, heavy, dirty, can be independent, regular hours
7. knowleologist - indoors, work with many people, regular hours
8. tackalotter - indoors, outdoors, physical and heavy, can be independent, hours vary
9. fixer - indoors, repetitive often, regular hours
10. haulassiter - outdoors. long hours, sitting

STEP 7:

From the information you have, discuss what these jobs might actually be. List your conclusions in column #7.

DECISION SHEET

The decisions you make may tell you something about your own:	INTERESTS	INTERESTS	VALUES LIFESTYLE	VALUES RISK-TAKING MOTIVATION	INTERESTS PERSISTENCE APTITUDE	PHYSICAL AND PERSONALITY NEEDS	
JOB TITLE	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7
1. Bobilator							
2. Gastronomist							
3. Extricator							
4. Arbologist							
5. Husher							
6. Wrencher							
7. Knowleologist							
8. Tackalotter							
9. Fixer							
10. Haulassitter							

THE ACTUAL JOBS

1. Barber
2. Chef - Cook
3. Dentist
4. Forester
5. Library Aide
6. Plumber
7. Teacher
8. Carpenter
9. Appliance Repairperson
10. Truck Driver

WHAT DO YOU WANT?

Decision-making has been described as using what you know to get what you want.

Strangely enough, people often are not sure what they want. It is not easy to say what you value.

Values are sometimes "private".
Values change.
Values conflict.

Do you know what you want?

Write down the three things you want most in your life.

1. _____

2. _____

3. _____

What are you doing to get what you want?

Write down an action you have taken lately that is related to each thing you listed above.

1. _____

2. _____

3. _____

Relative Importance of Decisions

Everyone makes decisions daily. Some of the decisions are more important than others. Some are so important that they require thought, study, and investigation before a decision is made, while others are "automatic." Categories for defining decisions according to how they are made may include the following:

0 Not generally perceived as being under your control; decision made by others.

1 Automatic or routine; never think about it before deciding; habitual.

2 Occasionally think about it before deciding.

3 Think about it but don't study it or investigate it.

4 Study about it a little; think about it a little; ask others about it before deciding.

5 Study and think about it a lot; ask questions; read about it before deciding.

The following table lists 15 decisions typically faced by many people today. Read the list and consider how you would make each decision. Write the appropriate code number (0, 1, 2, 3, 4, 5) after each decision on the list. If the decision is one that is not appropriate for you, leave it blank.

TYPICAL DECISIONS	CATEGORY
1. To get up in the morning	
2. What to eat and when	
3. To tell the truth	
4. To criticize a friend behind his back	
5. To drink alcohol	
6. To take a summer job	
7. What books to read	
8. To use drugs besides tobacco and alcohol	
9. To stop at STOP signs	
10. To drive beyond the speed limit	
11. To ride a motorcycle	
12. To go to school	
13. To believe in God	
14. Where to dispose of waste paper and wrappers	
15. What movie to see	

Now, think back over the past week or month and list below some decisions you have made. Try to include some decisions in each of the following areas:

Personal and social decisions
Health and safety decisions
Educational and career decisions
Moral and ethical decisions
Common, everyday decisions

Using the same scale as in the previous table, indicate the appropriate decision category for your list.

DECISION CATEGORY
0 = Not under my control
1 = Automatic
2 = Occasionally think about it
3 = Think about, but don't study
4 = Study a little bit
5 = Study a lot

DECISIONS	CATEGORY
1.	
2.	
3.	
4.	
5.	
6.	

What did you learn from this exercise?

Were most of your decisions automatic?

Are there many decisions out of your control?

What kind of decisions were given a lot of thought?

Were some important decisions *not* on these lists?

What Is a Good or a Poor Decision?

Have you ever made a poor decision? Try to think right now of one poor decision you have made. Maybe you will think about the worst decision you ever made or your most recent poor decision or some "secret" poor decision. In any event, think about the poor decision now.

Why do you consider it a poor decision?

When most people say a decision is poor, they mean the result was not what they wanted. "It didn't turn out the way I thought it would." "The outcome wasn't good." "Things didn't happen right."

Good decision-making will minimize the possibility of getting an unfavorable outcome, but it cannot eliminate the possibility. The best protection you have against an undesired outcome is a good decision.

One of the first lessons in decision-making is to learn to make the distinction between a poor decision and a poor outcome, or a good decision and a good outcome—or the distinction between a *decision* and an *outcome*.

A *decision* is the act of a person in choosing, selecting, and deciding among several possibilities based on his judgments.

An *outcome* is the result, consequence, or aftermath of that person's act or decision.

The important difference is that a person has direct control only over the decision, not the outcome. If you make a good decision, it will not *guarantee* a good outcome, because you cannot control the outcome. However, learning how to make good decisions will increase your chances of getting good outcomes. So, what is a good decision?

A good decision, as defined here, is one in which *the skills of decision-making are used* to choose the alternative that is best according to the decision-maker's preferences. It requires the application of certain skills, for example the ability to clarify values, to acquire appropriate information, and to assign probabilities.

In other words, the "goodness" of a decision is based on how it is made, not on how it turns out. You evaluate the decision *when* it is made, not later, when the consequences are known. For example, imagine that today you are going to participate in a lottery. A fair coin is to be tossed, and you are to call heads or tails. If you call the toss correctly, you win $50; if you don't, you win nothing. You decide to call heads. The toss is tails. Was yours a poor decision? Why?

To Decide or Face the Consequences: Pete's Day

Pete fell out of bed, knowing he had waited too long to be on time at school for his first period class. He had been up late at Gordon's party, against the wishes of his parents. But under the new "trust" plan they had agreed on after months of arguing, he was now allowed to make his own decisions. He was 17, in the last month of his junior year in high school. He felt he knew how to handle his own life and plans. He threw on his jeans and a T-shirt, yelling to his mother in the kitchen that he would not have time for breakfast.

Arriving at his English class just after the morning announcements had been read, he sank into his seat and smiled at his girl friend Linda. Then he heard Miss Taylor say that they would spend the period reviewing for the test tomorrow on the novel they had been reading. When she said test, his heart began to beat faster. Next period he had a chemistry test that he had forgotten to study for. He knew he should be listening to the review because he hadn't finished reading the novel, but he had to decide what he was going to do for chemistry. He would ask Linda to brief him tonight for the English test.

He could skip chemistry class and try to get a note to explain his absence; or he could ask his chemistry teacher, Mr. Fair, for a postponement of the test, but since he had not been turning in his work very regularly, he doubted that Mr. Fair would give him the postponement; or he could take the test and see what he could do on it. Or, he could go down to the guidance office and talk to his counselor about his college plans. That way he could get a note to excuse his absence in chemistry.

As he left English class with Linda, he made plans to meet her for lunch and asked if he could study with her that evening. She smiled as she agreed to go over the material with him. You could always count on Linda.

During his conference with the counselor, Mrs. Arnold, his chemistry work was mentioned. Mr. Fair had talked to her about the poor work that Pete was doing and told her that his chances of getting into college would be seriously affected if he got a low grade this quarter. Her pleasant face turned red and she frowned when she learned, while writing out his pass, that he had missed chemistry for the conference.

At noon Linda reminded him that they were to go to a scholarship meeting in the auditorium. She also asked him if he had remembered to bring his scholarship application, which was due today. He had put off discussing the application with his parents, forgetting the date it was due. During the meeting he learned that all late applications would be penalized by being reviewed after all others had been considered. So his chances for college were getting slimmer and slimmer-especially if he did not square things away with Mr. Fair about the chemistry test he had missed. He was beginning to feel miserable.

Finally his last class was over. While on his way to basketball practice, he stopped to talk to some friends. This made him late, and as he dashed into the locker room he found only Tom there. Tom hastily shoved something into his coat pocket and left without even looking at Pete. Pete guessed Tom was not staying for practice for some reason.

Pete made several decisions throughout this day in his junior year of high school. He also faced decisions based on some decisions he had made or put off earlier. Here is a list of those he made or faced:

1. To get up too late to be on time for school
2. To miss breakfast
3. Not to listen to English test review
4. To get out of chemistry test by going to see his counselor
5. To meet Linda to study for English test
6. To go to the scholarship meeting
7. What to do about his late application for scholarship
8. To talk to friends rather than be on time for basketball practice
9. Not to tell Coach Laird about Tom when asked about the wallet
10. What to do about clearing the coach's suspicion
11. Whether to tell on Tom.
12. Whether to tell his Dad about the English test
13. To go to the basketball game with his Dad
14. Previous decisions affecting this day's decisions were:
    Not to finish the novel before the test
15. To put off discussing the scholarship application with his parents
16. Not to keep up with his chemistry and study for the test
17. To go to Gordon's party

From the above list of 17 decisions, choose the five most important decisions you feel Pete made or faced. List them in order of importance, and after each say why you think it was an important or critical decision.

1. _____

2. _____

3. _____

4. _____

5. _____

MY PERSONAL PLAN OF ACTION

1. I want to achieve the following goals: _____

   _____

2. What could keep me from reaching this goal?

   _____ I don't really have the skills, ability and/or knowledge needed.

   _____ I don't want it badly enough to really work for it.

   _____ I'm afraid that I might fail.

   _____ I'm afraid of what others might think.

   _____ Others don't want me to reach this goal.

   _____ The goal is really too difficult to ever accomplish.

   _____ Some other reasons might be: _____

   _____

3. What are some things I could do so the above things don't prevent me from reaching my goal?

   _____

   _____

4. Who can help me?

Name:	Kind of help:
_____	_____
_____	_____

5. What are my chances for success?

_____ Very Good	Why do I feel this way?
_____ Good	_____
_____ Fair	_____
_____ Poor	_____
_____ Very Poor	_____

6. What are some of the good things that might happen if I reach this goal?

   _____

   _____

7. What are some of the bad things that might happen if I reach this goal?

_____

_____

8. What are the chances that the bad things would happen if I reached this goal?

_____ Very High

_____ High

_____ 50/50

_____ Low

_____ Very Low

What could be done to reduce the odds?

_____

_____

_____

_____

9. Do I still want to try to reach this goal?

_____ Yes

_____ No

_____ Still Undecided

10. What are some first steps I could take to reach this goal? _____

_____

11. What else must I do if I am really to succeed? _____

_____

12. Am I going to take the above steps?

_____ Yes

_____ No

_____ Still Undecided

13. If my answer to No. 12 is Yes, I make the following self-contract:

SELF-CONTRACT

I, _____, have decided to try to achieve the goal of _____. The first step I will take to reach this goal will be to _____ by _____.

My target date for reaching the goal is _____.

DATE _____ SIGNED _____

UNDERSTANDING YOURSELF
HOW TO BE SUCCESSFUL

Success means being able to do what you want to do. This means setting "goals" and reaching them. Goals are things you want and will work to get. To reach these goals, you must "know yourself" and what you can do. Then you can set goals that you know you can reach. You can be a success and reach your goals if they are within reason and you will work for them. You can't stop trying to reach your goal if you don't reach it the first time you try. Most of the time, you won't reach your goal the first time, so if you quit, you will never reach it. Staying with it will pay off.

There are ways to tell when you are being successful. You will know success when you reach one of your goals, and can do just as you planned to do. This will make you proud of yourself and show you that you can set a goal, work for it, and reach it. You can start with small goals then work towards bigger ones after you have some success.

If you don't set goals and try to reach them, you won't have the things you want, and will have to take whatever comes along. You might not graduate from high school, or get a job, or keep one, without goals. You may not have money for a car or other things you want. This will make you unhappy and you won't feel good about yourself like you do when you're successful. If you want to be successful, you should start right now by setting a goal for yourself, one that you can reach. You might want to set a goal such as getting a higher grade in a certain class, or starting a savings account or getting a better job. When you reach these goals, you can work towards bigger ones. Once you know you can do it, it will be easier to reach other goals. Even though you haven't felt successful before, it is never too late to start being a success!

Now answer the following questions by circling the correct answer or filling in the blank:

1. Success means:
   A. Being rich
   B. Being able to do what you plan to do
   C. Being in charge of something important

2. You can start to be successful by:
   A. Saving your money
   B. Going to college
   C. Setting goals to reach

3. What things have you had success at doing so far in your life?

   _____

   _____

   _____

4. What goals have you set for yourself that you did not reach?

   _____

   _____

   _____

5. Why didn't you reach them? _____

_____

_____

6. Are you trying to reach some goals right now? What are they?

_____

_____

_____

7. If you don't reach your goals the first time you try, you should:
   A. Find a new goal
   B. Keep trying and working for it
   C. Forget the whole thing

8. You know you are successful when:
   A. You reach one of your goals
   B. You get asked for your autograph
   C. Someone helps you get what you want

9. If you do not set goals and try to reach them, you will probably:
   A. Be a success
   B. Not get the things you want
   C. Make your boss happy

10. If you want to start being a success right now, you should:
    A. Ask a friend for a loan
    B. Wait for a lucky break
    C. Set a goal of some kind and try to reach it

JOB RESUME

A resume is a summary of information about your background and qualifications for a job.

It should include: Name
Address
Phone number

Personal information is optional: age
height
weight

Education
Work Experience (if you have had no paid work job experience, list your special skills or unpaid experiences)

References: list at least three, (no more than five) ask permission <u>before</u> you list names
(One school reference)
(One employer reference)
(One personal reference/family friend)

Type the information <u>attractively</u> on a full sheet of paper

THE JOB DECISION CHECK

Directions: You now know something about your interests, the kind of work values important to you and your special aptitudes. Use this information to check how well the job you have listed below suits you.

* Job Title _____

Interest: According to the COPS inventory, which of the following kinds of work are you most interested in? (circle three)

Science Professional	Technology Professional
Science Skilled	Technology Skilled
Consumer Economics	Business Professional
Outdoor	Business Skilled
Clerical	Arts Professional
Communication	Arts Skilled

Service Professional
Service Skilled

Does the job you have listed above fall within one of the three clusters circled?

Yes _____ No _____ I don't know _____

Aptitudes: According to the CAPS inventory which of the following kinds of work are you best suited for?

Science Professional	Technology Professional
Science Skilled	Technology Skilled
Consumer Economics	Business Professional
Outdoor	Business Skilled
Clerical	Arts Professional
Communication	Arts Skilled

Service Professional
Service Skilled

Does the job you have listed above fall within one of the three clusters circles?

Yes _____ No _____ I don't know _____

Values: According to the Work Values inventory, which of the following values seem most important to you? (circle five)

Stability	Artistic-Aesthetic Expression
Recognition	Satisfactory Working Conditions
Independence	Adventure
Leadership	Achievement

(Values cont.)

Social Service	Creativity
Security	Adequate Income
Variety	Intellectual Satisfaction
Satisfactory Co-workers	Solitude

Would the job you have listed above give you a chance to have any of the five things that are really important to you?

Yes _____ No _____ I don't know _____

If your answer is yes to the above question, which values would it satisfy?

_____

_____

Can you satisfy your value needs outside of your job?

Yes _____ No _____ I don't know _____

Conclusion: Review the information you have recorded on this form and determine whether your job choice was good or bad.

Yes, I made a good choice _____ No, I made a bad choice _____

Give evidence for your conclusion _____

_____

_____

_____

Peer Group Counseling

Thanks for your participation in the 19 Peer Counseling Inservice. We hope you enjoyed your experience as much as we enjoyed working with you.

To help us better evaluate our effectiveness, we would be very interested in your evaluation, comments, etc. of the Peer Counseling Training. This feedback will assist greatly in the continued development of Peer Counseling.

We appreciate you taking a few minutes to complete the following questions and please feel free to comment.

1. Please rate the following sections of the Peer Counseling Inservice: was it enjoyable -- was it clearly presented -- did it help build your peer counseling skills

	LOW 1	2	3	4	HIGH 5
Background discussion of Peer Counseling					
Communication skills (general)					
discussion					
demonstration (drawings)					
films: "Clear As Mud"					
"Peer Facilitators, Youth Helping Youth"					
"Leo Beurman"					
"Making A Decision Is"					
Attending skills (general)					
verbal - non-verbal communication					
COPS - Interpretation					
Group skills (general)					
Pins & Straws					
group process demonstration					
group process practice					

	LOW 1	2	3	4	HIGH 5
Self-Worth - Activities					
Self-Confidence					
My Personal Plan of Action					
Relative Importance of Decision-Making					
Motivation discussion					
Record Keeping (general)					
counseling log					
enrollee folder					

Activities and Materials you feel will be most helpful

_____

_____

_____

Activities and Materials you feel will be least useful

_____

_____

Do you feel you were prepared to assume your peer counselor responsibilities?

_____ YES _____ NO

If NO, why _____

_____

ADDITIONAL COMMENTS: _____

_____

_____

_____

Panel Topics for Peer Group Counselors

1. What were your expectations after inservice?

2. Name some positive experiences you had with enrollees.

   Name some negative ones.

3. What activities worked best with enrollees.

   Which ones did not go well? Why?

4. Feeling about last years recordkeeping, i.e., counseling log, counseling journal or diary.

5. Feelings about enrollees attitudes toward peer counselors. Which kids do you feel you related to best?

6. Was having more than one person to answer to a problem? In what way?

7. How did peer counseling benefit you?

8. Did you feel you had an impact on the enrollees?

9. What do you intend to do differently this year?

T.A.

TRANSACTIONAL ANALYSIS (T.A.) is a tool that can help us understand how to relate to other people. It is a practical system for analyzing behavior by identifying the games people play, why they play them, and how to stop them.

THREE EGO STATE

T.A views everyones personality as being made up of aspects or ego (self) states. You could think of it seeing yourself as one person with three separate people inside of you. Each of these three is you - at different times. These three ego states are called: Parent, Adult, and Child. Notice that each of these words are spelled with a capital letter. Parent, Adult, and Child ego states have nothing to do with age or actual parents, adults or children. Theses words with their capital letters, P, A, C refer to the three "people" inside all of you that tell you what to do, how to act, as well as help you do it. Each is like a captain of a team who makes decisions for us. It is very useful to know which ego state you are in ("where you are coming from") as well as the ego state others <u>are</u> in when your talking to them. To find out "whose talking," listen to your own words and those of others.

"CLUES ARE IN THE WORDS WE USE"

- I SHOULD..... CRITICAL, DEMANDING, JUDGEMENTAL, HELPING

- I THINK ..... OBJECTIVE, STRAIGHT, TELL IT LIKE IT IS

- I WANT..... EMOTIONAL, SUBJECTIVE, LABELS, FEELINGS

PARENT - parental actions, beliefs, values, dogma, prejudices are learned from mother and father or other people in charge. Check out the words or phrases you use to see if you're "coming on Parent".

"You should do this
Let me help you
How dare you
If I were you
Here, let me show you
Because I said so
See, it doesn't hurt
I'll take care of you
Do not disturb
Never do that"

CHILD - Words and actions from your Child usually are labels for your feelings. They are often intended to obtain satisfaction from pleasant feelings or relief from unpleasant feelings such as tension, fear, anger or frustration. Check out this partial list of Child words, which are your favorites?

"I don't care
I don't want to
I don't know
Pouting
Giddy/nervous laughter
Nobody cares
It's all your fault
I'll tell on you
Teasing
Bragging"

ADULT - The Adult attempts to deal objectively with the present. It is honest, accurate, and makes sense. The Adult doesn't place values on behavior, it describes things as they are. Here are some Adult words and phrases.

"My choice is
What's been done so far
I'd rather
I choose
Have you tried this
I think
I see
That's possible
This is how it works
What is that for"

EXERCISE: looking at ego state voacbulary and body language

PARENT: develop a list of words and phrases familiar to you that are representative of the Parent ego state.

Develop a list of gestures, postures, tone of voice, facial expressions, etc., that are representative of Parent ego state nonverbal and/or extra-verbal behavior.

ADULT: Develop a list of words and phrases that are representative of the Adult ego state (i.e., probably, estimate).

Develop a list of postures, gestures, tone of voice, facial expressions, etc., that are representative of the Adult ego state.

Child: Develop a list of words or phrases that are representative of the Child ego state (i.e., wow, I wish).

Develop a list of postures, gestures, tone of voice, facial expressions, etc., that are representative of the Child ego state.

Final Note On Ego States

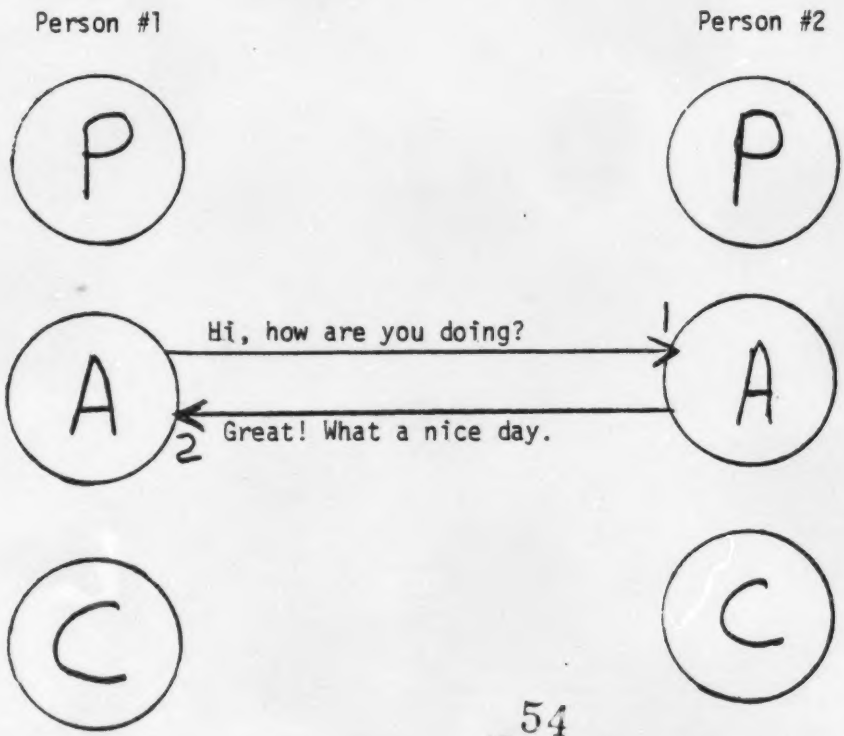
Ego states are not good or bad rather they are simply "where a person is at" — at that moment. It is not "good" to always be in your Adult, or "Mature" to be in your Parent, or "fun" to be in your Child necessarily. A balanced harmony between our three ego states leads to a healthy and well adjusted personality.

Awareness is the Key. Once we can begin to identify what ego state we are in (and others are in), our ability to communicate effectively and extend our personal power greatly increases. People who are working as peer counselors, tutors, teachers etc., must be able to communicate effectively in order to "get the job done." Recognizing our ego states is one step in that direction.

TRANSACTIONS

Transactions are simple exchanges of words, touches, etc., between two people. A transaction must include at least two contacts (one from each person). Understanding transactions and your styles of transacting will help you get along better with others.

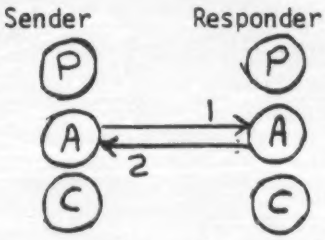
A simple transaction



SOME TRANSACTIONS ARE COMPLEMENTARY

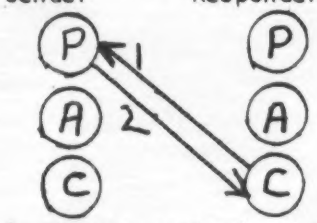
A complementary transaction occurs when a message, sent from one ego state, gets the expected response from a specific ego state in the other person. In this case the lines of communication are open.

For example:



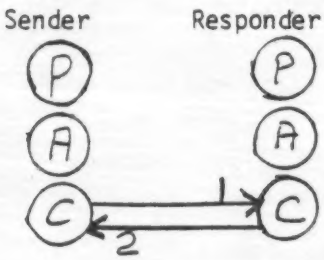
1. "Do you know where your career center is located?"
2. "No I don't. I haven't needed to use it."

The same initial question can be asked with a minor change of words, and different gestures, facial expression, tone of voice, etc., and elicit a different response. For example, a statement originating in one person's Child ego state frequently brings out the Parent ego state in another.



1. (With a worried look) "You know where the career center is, don't you?"
2. (Sympathetically) "No I don't need to use it yet."

Or it may activate the Child in another:

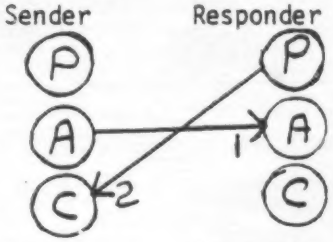


1. (With a sarcastic look) "I bet you don't even know where the career center is."
2. (With an angry look) "No and I don't need to."

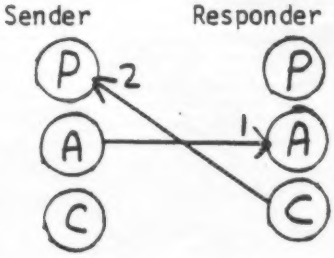
SOME TRANSACTIONS ARE CROSSED

Crossed transactions are a frequent source of resentment between people. When two people stand glaring at each other, turn their backs on each other, are unwilling to continue transacting, or are puzzled by what has just occurred between them, it is likely that they have just experienced a <u>crossed transaction</u>.

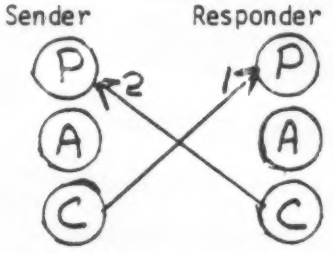
For example:



1. "Do you know where my check is?"
2. (Critically) "I told you before can't you remember anything?"



1. "Do you know where my check is?"
2. (Whining) "Why ask me? You're supposed to know that."

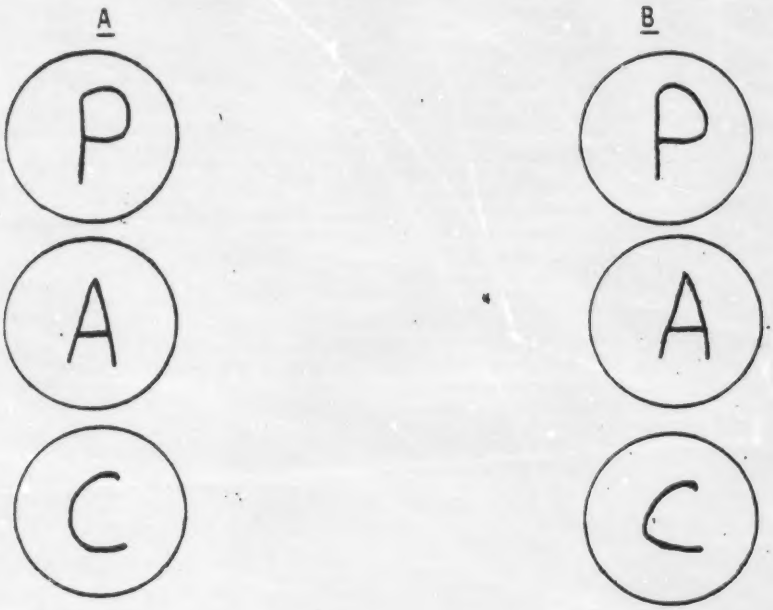


1. "Would you please pick up the check. I'm too tired."
2. "Well, I'm tired, too. I was out late last night."

Crossed transactions occur whenever an unexpected response is made to the stimulus. An ego state is activated unexpectedly and the lines of transacting between the people are crossed. At this point, people tend to withdraw, turn away from each other, or switch the conversation in another direction.

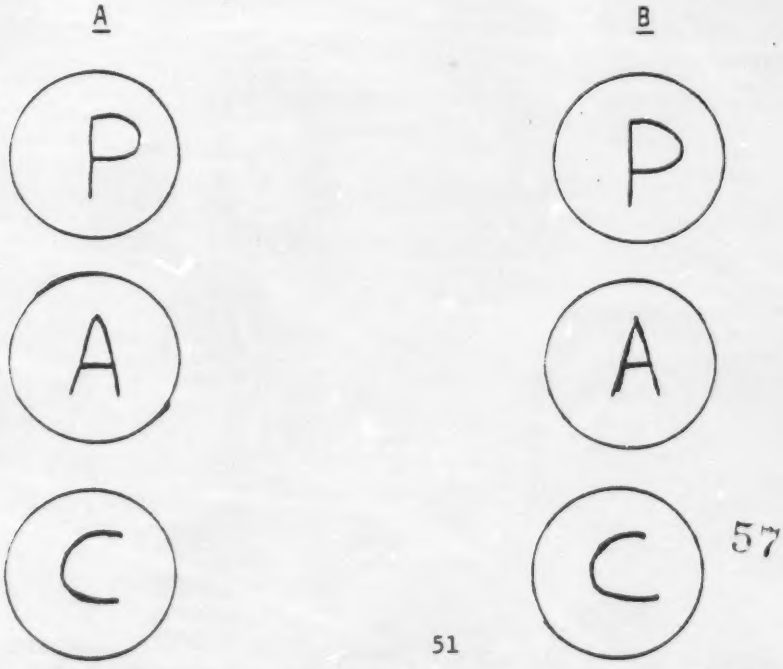
A. "From the results of the interest survey you took, it looks like you might enjoy being an engineer."

B. "That's one of the jobs I've been thinking about, but I am not sure if I have the right aptitudes."



A. "Don't you know you should be planning for your future?"

B. "You're right, I have been putting that off. How can you help me?"



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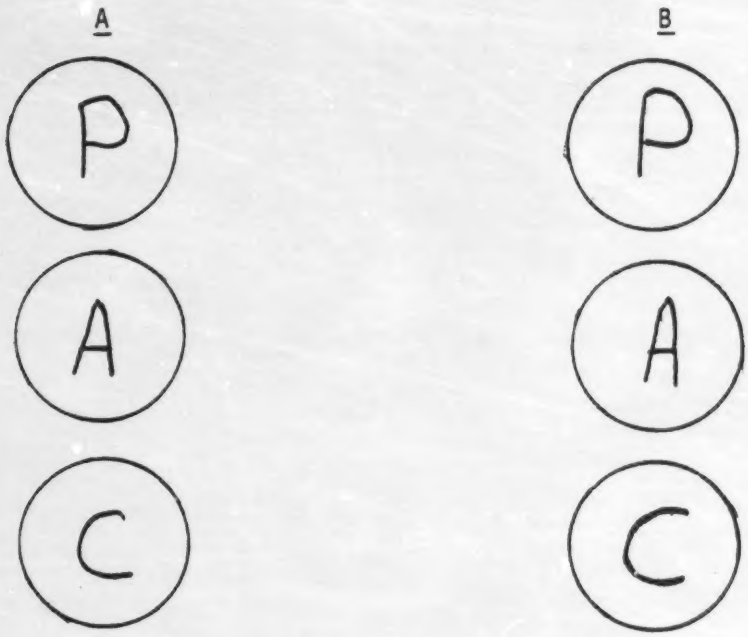
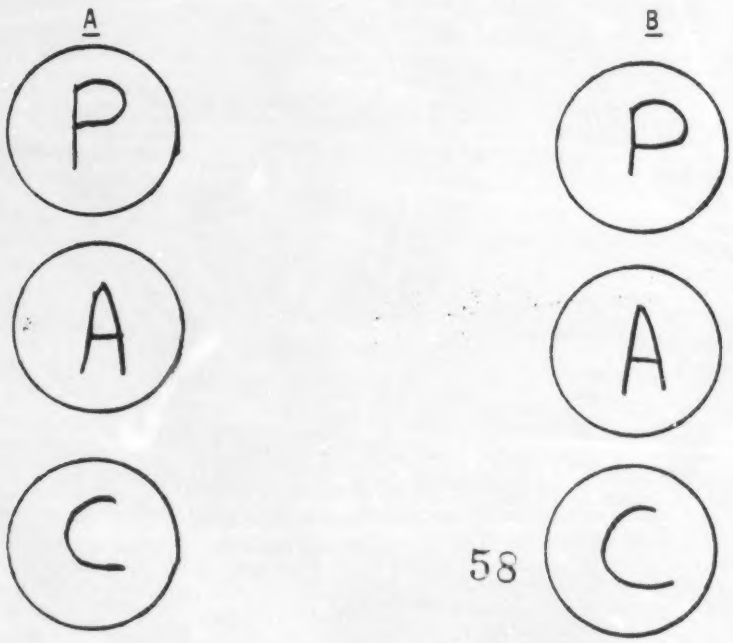
A. "I hear from your supervisor that you've been coming late to work."

B. "What about him? He's never on time."



A. "I can't ever do these forms right. Wow man, would you fill it out for me."

B. "I can see that this form is giving you a bad time. What exactly is it you don't know how to do?"



COMMON INTERACTION PATTERNS ("Games")

I. Hook the Parent

Complain: If you want to get a rescuer's attention, complain; too warm, too tired, too bored, too hungry, etc. Many "Parents" will love to help (rescue) you and tell you how to do it ("I told you to get to bed early").

Show Indecision: "I don't know what to do", you want to "hook a Parent", act like you don't know what to do, they'll tell you, show you, help you (rescue), etc. To avoid this make decisions and stand by them.

I Don't Know: A favorite of many people, usually means "I don't want to tell you", this game is a neat escate hatch, only problem is it will hook the "Parent" to try and help you. Check it out inside yourself, do you really not know?

List some other common "Parent Hookers"

_____

_____

_____

_____

Is "Parent Hooking" limited only to your folks? Think of some examples.

_____

_____

_____

_____

Why would someone "play" one of these "games"?

_____

_____

_____

_____

GAMES PEOPLE PLAY

The person who created T.A., Eric Berne M.D., wrote a famous book called Games People Play. In it he described how people fall into recurring patterns of interacting he called "games". Don't confuse games in the T.A. sense with our normal use of the word games. T.A. games are patterns of behavior that are quite real, usually the players are unaware that a game is being played, and these "games" have a predictable outcome. People play games for many reasons. They play games to avoid closeness with people, avoid scary situations, manipulate others, confirm beliefs (prove themselves right), justify behavior etc. Basically games are played to get strokes (recognition), either positive or negative, from others.

Peer counselors, tutors, teachers and others that work with people need to be aware of "games" people play and how to not get caught up in them. As with developing other communication skills the first and most important step is AWARENESS. You can not stop any game until you are aware that a game is going on.

ADDITION CONCEPTS:

Strokes - units of recognition, can be positive or negative. "If I can't get the positive strokes I need, I do something to get negative strokes. At least I won't be ignored."

Discounting - put downs, invalidations, conditions and qualifiers. "Of course I like you, I like everyone" Acts as if you or your feeling don't count.

Rescue - doing for someone what they can do for themselves. This usually involves a Child getting a Parent to "do it for me". A big caution to peer counselors.

Remember that everyone plays "games" and that games are not necessarily bad. Games can be very destructive and they can limit communication. If you find yourself going through a similar set of behaviors (transactions) with the same people, and things aren't ending up how you'd like them to, maybe you're playing a T.A. game. Check it out for yourself and see.

GAME STOPPERS - JAM THE INTERACTION

When your awarenss has keyed you into what's going on and you've listened to the language being used by both yourself and others, you have taken an important first step (you are in your Adult - you haven't allowed your Child or Parent to become "hooked"). It is also useful to pay attention to your feelings - you will know when the interaction isn't going right. You are now ready to ask yourself three critical questions.

1. What's Going on Here? What kinds of language is the other person using?, Can you see a "game" beginning to take shape?,
2. What do I Need to do for Me? What are your expectations? Have you been "hooked" by an angry Parent? A complaining Child? Be direct and assertive.
3. How do I Need to Respond? Don't do what they expect. Do not play into the game, stay in your Adult - check out what you need to do and do it. Ask yourself what kind of response are they trying to get from me - Don't Give It

Ideas That Will Help

- Avoid the complimentary hand
- Don't play the roles - be yourself
- Stop discounting yourself and others (you are an important person!)
- Learn to give and accept positive strokes
- Hook their Adult by asking questions, making "I statements", paraphrasing etc.
- Ask them what they want/need directly

Three Common Mistakes

1. Rescuer - doing it for them, feeling sorry for them, it takes the responsibility away from the other person and puts it on you.
2. Persecutor - "Please punish me", relieve my guilt by punishing me, "yell at me", "tell me" etc., all things to take away responsibility.
3. Victim - "It's all your fault", "you made me do it", "if it wasn't for you", "see what you made me so" etc.

When you see yourself falling into one of these traps you are in good shape! (Because you see it!) Now use your strategies for jamming the interaction and refuse to play into it. You will not be of real use to anyone if you can't allow them to be responsible for making choices/decisions and living with the consequences.

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NOTE: Don't be discouraged if at first it's difficult for you to jam interactions and stop "Games". Like any other skill it takes practice and hard work. We are confident that you have what it takes to do it!

Other Favorites

Ain't it Awful - social pastime, the gripers favorite. Don't want a solution they want to complain - when you try to solve the problem they'll find new ones (ain't it awful players want to keep it awful so they can get strokes by griping about it!)

- Jam by asking "what do you intend to do about it"

Wooden Leg (or wooden lung or wooden brain) - "how can you expect a kid like me from a broken home to be on time" - watch out for "how can you expect", they want sympathy, (trying to hook a Parent to tell them it's ok you don't have to do it)

- Jam by being sympathetic to feelings and still insisting on the job being done, state expectations, offer options. Remember this person is capable do not rescue them!

Blemish - put downs, find a flaw in someone and really lay into them. Stereotypes etc. Used to avoid involvement and hide your own flaws.

- Jam - staying it your Adult - be clean, don't agree or play along. Ask the Blemish player "what's bothering you?", Why do you need to put down others?" - shift the focus.

Stupid - play dumb, manipulate others by "not knowing" - "I dunno", does dumb things by "mistake", needs an audience - someone to persecute or rescue them. Gets strokes for being dumb and doing stupid things.

- Jam - don't rescue or persecute "watch for the smile", do not think for them, affirm their capability - give no strokes (positive or negative) for playing dumb - do not Parent them. "I know you can do it, come back next week and we'll talk after you've done it"

Poor Me - "Why does this always have to happen to me?" (because they ask for it!), self pity, wants a Parent to give sympathy to rescue them, they enjoy (get strokes) being bad.

- Jam by staying in your Adult and not giving any sympathy - Question - "I statements". "I see you feeling upset, what do you intend to do about the situation?" Offer options and support. Don't take the responsibility away from them.

Yes But... - designed to make others feel inadaquete, no solution is good enough. They want a Parent to tell them what to do so they can say "yes but ..." They will keep doing their thing until no one "plays" with them anymore.

- Jam by refocusing the attention, "You do have a problem, let me know what you do about it" - do not give more options or solutions until they are ready to Listen!

Cops and Robbers - "What would you do if I came to work stoned?", played by get nowhere people to get noticed permanently as possible. Getting caught is a good payoff (strokes) - lots of attention focused on their "badness". This is like "hide and go seek" - the fun comes in getting caught so you can prove how tough you are.

- Jam by not rescuing or persecuting. Do not play "I told you so" or "see what you done" - stick to the issue, leave responsibility with them.

The List Goes On...

Mine is better than yours

Why? _____

_____

jam _____

_____

Look how hard I've tried

Why? _____

_____

jam _____

_____

I'm only trying to help you

Why? _____

_____

jam _____

_____

Uproar

Why? _____

_____

jam _____

_____

Can you think of any other "games" people play?

REMEMBER: YOU ARE IMPORTANT

YOU ARE CAPABLE

YOU ARE POWERFUL

****
* AWARENESS *
****

IS THE KEY, KEEP IN TOUCH WHAT YOU ARE EXPERIENCING,

NOTICE THE LANGUAGE, CHECK IN WITH YOUR ADULT.....

YOU WILL DO FINE!!